

SEND Information Report

2019 - 21



DATE OF NEXT REVIEW	February 2020
RESPONSIBILITY	Vice Principal (BSa)
REVIEWER	HEAD OF SCHOOL (LSe)



SEND Information Report

Introduction

The Mountain Support team is committed to developing a truly inclusive school by ensuring all scholars, including the most vulnerable, climb their mountain to university or a real alternative. Our aim is to remove barriers to learning. We recognise that any scholar may require the support at any point during their school career and that support may temporary or long-term. We serve scholars with who are vulnerable and at-risk, including SEND, LAC, EAL; we follow up safeguarding and wellbeing incidents; we support re-integration of scholars moving from Mountain Challenge or Mountain Support

The academy believes that the entitlement to a broad, balanced, relevant and scaffolded curriculum is a right for all and should not be constrained by age, gender, creed, race, physical disability, special education need or vulnerability. This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure and developmental environment in which all individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment. Equality of opportunity, thoughtful and effective assessment, parental involvement and effective teaching appropriate to the needs of the individual and the subject matter should be integral to the planning of educational provision, for all students. The academy is committed to ensuring that every student who is in difficult circumstances gets the extra support that is needed, without stigma or prejudice. All students are equally valued. High standards of behaviour and moral values are set for all.

At Dixons McMillan Academy, Mountain Support is made up of the Vice Principal for Inclusion and Safeguarding, Head of Mountain Support, Assistant Head of Mountain Support and Prevention Fellows. It provides a holistic approach to meeting the needs of all students at the academy. The Mountain Support department replaces a number of departments that would be found within a traditional school structure, including SEND, medical / first aid, pastoral, mentoring and safeguarding. This ensures a joined up approach to meeting the needs of every child and the whole child. We do whatever it takes for as long as it takes, when they need it and because they need it. Mountain Support also provide socio-emotional development, behavioural and practical support for students of Dixons McMillan Academy by adding capacity to their full time teaching and support team.

The Mountain Support team can be contacted by calling the academy number (01274 424350) and asking for any of the following people either by job title or by name:

Prevention Fellow (Congition and Learning)	Miss Bell
Prevention Fellow (Safeguarding and Wellbeing)	Mrs King
Prevention Fellow (Physical and Medical)	Miss Barlow
Prevention Fellow (Sixth Form)	Mr Yates
Intervention Teacher	Mrs Kitson
Inclusion Manager (including Communication and Interaction)	Ms Power
Head of Mountain Support	Ms Tizard
Vice Principal Inclusion	Mrs Sanderson
Head of Academy	Mrs Senior
Executive Principal	Mr Davies

An equal quality education and experience for all students

At Dixons McMillan Academy, all aspects of academy learning and the community have been designed with the needs of all students – including those with additional educational needs, disabilities or other vulnerabilities – in mind and, as a result, students receive a truly inclusive education and experience with their needs being met through well designed whole school systems. True inclusion means equity; every students receiving what they need when they need it. This cannot be achieved through segregated services, non-specialist and / or unqualified teaching, or acceptance of inferior outcomes for certain individuals or groups.

Values and culture

The academy provides a safe, well supervised and highly structured environment in which all students can learn and thrive. Our core values of excellence, positivity and respect are at the heart of everything that we do; we give 100% every day and we do the right thing because it's the right thing to do. Silent corridors, exceptionally high expectations for behaviour, the advisory system, and family dining, amongst other things, ensure a safe and supportive experience for all students without the need for additionality or difference for vulnerable learners. Mountain Support is there for all students when they need it and because they need it.

Further information on our values and culture can be found on the academy website: www.dixonsma.com

Teaching

Quality first teaching is at the heart of a truly inclusive curriculum learning needs are met through a broad, balanced and relevant curriculum. There are three learning cycles per academic year, each using the assess-plan-do-review format to ensure that every child is receiving an education, including intervention and prevention to meets their current learning needs. Each cycle also includes liaison with parents / carers and opportunities for students to have their say.

Staffing and timetable

In order to ensure a high quality learning experience for the most vulnerable learners in the secondary phase at Dixons McMillan Academy, the timetable is differentiated to allow a more focussed and tailored learning experience for our currently lower attaining learners. The students are set according to attainment for English and for maths and these groupings are flexible on a cycle by cycle basis. All groups have five lessons of English and maths per week and have additional time for independent projects and a broader curriculum. Students who have low reading ages and / or SATs scores below 95 also take additional English and maths lessons, such as Lexia and / or McGraw Hill. In addition, in lower sets there is small group and / or 1:1 work, as appropriate, without compromising those students' access to quality first teaching. In some cases, groups are double-staffed to ensure quality provision of e.g. literacy and basic numeracy. For the additional staff member in each lesson, their default position is with group 4; however, there is a fluid approach to double staffing within academic departments meaning that an additional subject specialist qualified teacher can be provided for groups 1 to 3 when they would benefit from it and group 4 benefit from learning as a whole class group.

In mathematics, we ensure all students have a sound understanding of core mathematical concepts. Learning is scaffolded to ensure that the currently lower attaining students develop their conceptual understanding of key mathematical ideas through mastery. Further to this, teacher led interventions are built into the timetable, enabling teachers to ensure that interventions are planned and carried out using formative assessment to ensure all children keep up. Students who are currently learning at a slower pace receive catch-up interventions focusing on consolidating their number and place value knowledge. Other interventions are implemented based on data to ensure that any groups or individuals who are currently lower attaining are supported to make accelerated progress in order to close the gap in attainment.

Frequently Asked Questions

How are the different types of additional need and disability provided for at Dixons McMillan Academy? How are young people with additional needs taught?

The needs of all students at the academies are met through well designed whole school systems and quality first teaching. Flexibility, timely intervention and high quality scaffolding are key to the success of all students and the academy understands that some children will need additional support in order to achieve equal quality of education and experience. The progress of all students is assessed and reviewed as part of the highly effective learning cycles.

For an overview of how Individual Needs are managed at the academy, including an explanation of Education, Health and Care Plans and the Student / SEN support system, please refer to the Individual Needs policy which can be found on the academy website <https://www.dixonsma.com/about/policies>.

For a review of how the curriculum and learning environment are adapted and improved in order to meet the needs of children and young people with additional needs, please refer to the academy Accessibility Plan which is also available on our website.

What systems are in place for identifying and assessing the needs of children and young people with additional needs?

Information from primary school and / or other agencies, alongside our own programme of screeners and baseline testing, are the main ways in which we identify individual needs. In addition, any member of staff or parent / carer can raise a concern that would then be investigated fully by the Head of Mountain Support. This would initially involve a thorough analysis of up to date progress and attainment data alongside current provision before referring to outside agencies if needed. To raise a concern about a student, please contact the Head of Mountain Support.

How is provision for children / young people with additional needs evaluated for effectiveness?

Progress and attainment for all students is assessed three times per year as part of the highly effective cycle of teaching and learning, and provision will be reviewed, and intervention put in place, for any student who has not made expected progress in that period of time. This enables the academy to review the overall provision of each individual student and adjust accordingly. All interventions have their own built in progress assessment mechanism that allows the academy to ensure that each one is having impact and is of value to the individual learner.

How are the children / young people and their parents / carers consulted in order to involve them in their education?

One of the key drivers at the academy is employability. We strive to support and prepare all scholars in preparing for their future ensuring they are successful in any field they should choose to go into. Student voice activities are conducted throughout the year and students are encouraged and supported to share their opinions. Parent / carer contact is incorporated into each of the three learning cycles and this could be in the form of an updated Mountain Support profile, a report, a phone-call home or parental meetings. Parents can contact the academy and arrange a meeting or phone-call at any time if they have a concern or would like an update on their child’s provision. For students with an Education, Health and Care Plan, the Head of Mountain Support will arrange a yearly review of their provision (the Annual Review) for parents / carers, key academy staff and any outside agencies. Interim reviews can be called at any time if the needs or provision change.

How are young people with additional educational needs and other vulnerable learners supported when moving between phases of education?

A successful transition from primary school is key to the success and wellbeing of any student and so a rigorous and supportive transition programme is in place for all admissions to the academy. All students who receive a place at the academy will be visited at their primary school. The visit is conducted by Mountain Support as this will be a key department in ensuring their welfare when they start at the academy. Student information sheets are completed by the primary schools and received by the academy towards the beginning of the summer term. There are two transition days for all secondary students– one at the beginning of July at the University of Leeds and one at the academy itself – and additional transition visits are arranged for vulnerable students. Liaison with primary, outside agencies and parent / carers is arranged for any student with additional needs. For students with an Education, Health and Care Plan, the Head of Mountain Support would attend their Year 6 transition Annual Review in order to ensure parent / carers were fully informed of provision at the academy, to receive the most up to date information about the child’s individual needs and that the provision laid out in Annual Review document could be made available in preparation for their arrival.

Senior members of staff interview every student at transition from KS3 to KS4 in order to ensure a high quality and appropriate KS4 pathway for every child. A meeting with an independent careers advisor is also arranged for vulnerable learners and any other student who requests it and there are dedicated options evenings and parents’ evenings in order to ensure both students and their parent / carers are fully informed. For students with an Education, Health and Care Plan, the Annual Review immediately prior to their taking KS4 options would be a transition review and ensure that the best provision was put in place for the students KS4 pathway.

How are staff supported to meet the needs of students with additional needs?

Focused staff training and support is crucial to ensure that the needs of all students are met inclusively and all students receive an equal quality learning experience. All staff have access to a range of documents designed to inclusively support students with individual needs and staff training and CPD is incorporated into staff induction, coaching, and the weekly briefings that take place on a morning. In addition to this, the Head of Mountain Support and Mountain Support team are available to support with individuals and classes at any time. If a student requires specialist support or intervention that is beyond the current expertise of the academy, outside agency help will be sought. This could take the form of staff training or regularly scheduled input from outside specialists.

Mountain Support Profile	Similar to an Individual Education Plan (IEP), this document outlines holistic targets that can support planning and ensure a whole-school approach to meeting the needs of vulnerable students. All targets are specific, measurable, achievable, relevant and timely (SMART) and reviewed on a cycle by cycle basis. The profile also includes barriers to learning, strategies to use in the classroom and it also lists additional highly tailored support.
SEND Strategies	These documents list needs by broad categories and outline a range of strategies for inclusion as well as a brief description of the need and where to get additional information or support, if required.
IHCP	The IHCP is an at-a-glance care plan for teachers of students with medical needs such as epilepsy or diabetes. They are generated on an individual basis and include a recent picture of the student, key information and a step-by-step guide of how to manage an incident.

How does the academy work collaboratively with the local authority and other outside agencies?

Outside agency involvement is sought when the needs of a student go beyond the expertise of the academy. This could be for staff training or to work directly with an individual student or group of students. A detailed programme of everything that is on offer in Bradford can be found in the Bradford Local Offer at: <https://localoffer.bradford.gov.uk/>

How is the socio-emotional development of the students supported? How is bullying prevented?

At Dixons McMillan Academy secondary, the socio-emotional developmental needs of the students are supported through the advisory system – small pastoral groupings for registration, DEAR (reading), and PDS – Personal Development Studies (PDS), family dining, the values driven culture, and the behaviour for learning policy. In addition, Mountain Support provides a drop in service for all students where they can discuss anything that is concerning them and receive the support that they need. For those students who need extra support, social communication sessions are available, teaching students basic skills such as turn taking and self-regulation. The academy incorporates anti-bullying themes into the curriculum and has a rigorous system for identifying, reporting and following up all alleged bullying incidents.

How does the academy ensure that students with additional needs and / or other vulnerabilities are treated fairly at the admissions stage?

Please refer directly to our admissions policy for a detailed explanation of how we achieve this.

How does the academy ensure that it is meeting the needs of students with additional needs who are also Children Looked After (CLA)?

The needs of all students, including those with additional needs and / or who are looked after by the local authority, are met through well designed whole-school systems and quality first teaching. The Mountain Support team is there to meet the individual needs of all students when they need it and because they need it, including those with additional needs and / or who are looked after by the local authority, and staff within this department have the expertise, experience and contacts needed to ensure this is done to a high standard. All provision is based on the principles of true inclusion; equal quality of education and experience for all students, regardless of starting point, socio-economic background, personal circumstance, special educational need or disability. The Vice Principal or Head of Mountain Support attends the regular CLA and PEP (Personal Education Plan) of any student who is identified as CLA and is then responsible for ensuring the implementation of any provision outlined in the plan at the academy.

What should I do if I am not happy with the provision that has been put in place for my child at the academy?

Please let us know at the first available opportunity! Providing a high quality education is of paramount importance and we believe that a close working relationship between the academy, student and parent / carers is crucial in achieving this. We actively seek to collaborate with parent / carers on a cycle-by-cycle basis, but understand that things can change much more quickly than this. We are always happy to arrange a meeting or phone-call in order to discuss a student's provision and how best to meet their needs.

Any complaints to the academy would follow the standard complaints procedure for the Trust, details of which can be found by following the link below: https://www.dixonsat.com/uploads/files/Policies/120445_Complaints_Procedure-1.pdf.

INTERVENTIONS 2019-2020



MAXIMISING SCHOLAR PROGRESS

Communication and Interaction		Cognition and Learning		Social, Emotional and Mental Health		Physical / Sensory and Medical	
Highly tailored / Enhanced PDS	W	Highly tailored / Enhanced PDS	W	Highly tailored / Enhanced PDS	W	Highly tailored / Enhanced PDS	W
Social stories	R	Elklan	W	Daily / weekly sessions in MS	W&R	Fine motor skills	W
Comic strip conversations	R	Lexia: Core	W	Arranged reflection room space	R	HI team	A
Lego therapy	W	Lexia: Power Up	W	Amended timetable	R	VI team	A
Boardgames	W	McGraw Hill English	W	Growth Mindset / Resilience	W&R	Accessibility resources	W
Think Good, Feel Good (CBT)	W&R	McGraw Hill Maths	W	Think Good, Feel Good (CBT)	W&R	Physiotherapy	W
Life skills	W	Sumdog Spelling	W	Therapeutic stories	W&R	IHCP	W
Arranged reflection room space	R	Sumdog Maths	W	Emotion coaching	R	Personal evacuation plan	R
Socially Speaking (comm group)	W	Reading comprehension	W	Youth in Mind	W	Occupational therapy	W&A
Speech & Language therapist	A	Study skills	W&R	Counselling	W	Handwriting	W
Elklan	W	Reading buddies	W	CAMHS	R&A	Touch Typing	W
ASDAN	W	Morning Mastery	W	Early Help	R		
Double-staffing	W	Tailored Tuition	W	Child in Need	R		
Small group teaching	W	Reader pen	W	Child Protection Plan	R		
		Pre-teaching / over-learning	W	School Nurse	W&A		
		Speech & Language therapist	A	ADHD strategies	R		
		Spelling	W	Behaviour Plan	R		
		Homework Support	W	Attendance Plan	R		
		Double-staffing	W	STARR reflection	R		
		Small group teaching	W	Assertive mentoring	W		
				Scholar mentoring	W		
				PEP (LAC)	A		
				Healthy eating	W		
				Self-care & hygiene	W		
				ASDAN	W		
				Trusted Relationships 1:1	A		
				Trusted Relationships group	W		
				InCTRL	W		
				.B mindfulness	W		
				Physical activity	W		

W = 6 week planned intervention

R = Responsive to need A = Arranged by appointment, timings vary

EAL		
A	B	C
Race to English		
Bell Foundation Framework		
Purple Mash		
Reader pens		
Word-to-word bilingual dictionaries		
DMA culture glossaries		
Subject specific glossaries		
Highly tailored induction plan		
Highly tailored timetable		

Assessment Tools	
Autism Assessment Tool	
Besquared	
Boxall Assessment	
Blank level	
EP assessment	
WRAT 5 – Wide Range Achievement Test	
CTOPP – Comprehensive Test of Phonological Processing	
Lucid Test – Screen and diagnose SLD	
DASH test – Detailed Assessment of Speed Handwriting	
Scholar surveys	
DMA internal referral system	